

Plot No. 2, Knowledge Park-III, Greater Noida (U.P.) –201306

**POST GRADUATE DIPLOMA IN MANAGEMENT (2024-26)
END TERM EXAMINATION (TERM -IV)**

Subject Name: Learning and Development
Sub. Code:PGH41

Time: **02.00 hrs**
Max Marks: **40**

Note: All questions are compulsory. Section A carries 12 marks: 6 questions of 2 marks each, Section B carries 18 marks having 3 questions (with internal choice question in each) of 6 marks each and Section C carries 10 marks one Case Study having 2 questions of 5 marks each.

Kindly write the all the course outcomes as per your TLEP in the box given below:

S. No.	Course Outcomes (COs)	Bloom's Taxonomy Level
CO-1	Understand the concepts, theories, and processes of learning and training, and assess the strategic importance and future trends in employee development.	L2 (Understand),
CO-2	Analyze the training needs of an organization through systematic processes such as organizational, task, and person analysis, and develop learning strategies that align with organizational goals.	L4 (Analyze)
CO-3	Apply appropriate instructional methods and training techniques, including AI-based and virtual tools, to design and implement effective training modules.	L3 (Apply), L6 (Create)
CO-4	Demonstrate understanding of training transfer concepts and utilize mentoring, coaching, and technological platforms to support continuous learning.	L2 (Understand), L3 (Apply)
Co-5	Evaluate training effectiveness using training evaluation models, and interpret data using analytics to enhance learning outcomes and decision-making.	L5 (Evaluate), L4 (Analyze)
CO6	Assess the need for cross-cultural training and apply appropriate methods to develop competencies for managing diverse global workforces.	L5 (Evaluate), L3 (Apply)

SECTION - A

Attempt all questions. All questions are compulsory.

2×6 = 12 Marks

Questions	CO	Bloom's Level
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<p>Q. 1: (A). “Training is short term and Learning is a continuous process”.Comment on this statement Q. 1: (B). Explain the Classical Conditioning Theory of Learning Q. 1: (C). Write a short note on Future Trends in Learning & Development</p> <p>Q. 1: (D). Explain in brief “TNA” Q. 1: (E). Hows Andragogy differs from Pedagogy? Q. 1: (F). Write a short note on VARK model (Three questions each from CO1 & CO2)</p>	<p>CO1</p> <p>CO2</p>	<p>L1&L2</p> <p>L4</p>
<p><u>SECTION – B</u></p> <p>All questions are compulsory (Each question has an internal choice. Attempt anyone (either A or B) from the internal choice) 6 x 3 = 18 Marks</p>		
<p>Questions</p>	<p>CO</p>	<p>Bloom’s Level</p>
<p>Q. 2: (A). Design a 3 days training program for sensitising the employees on POSH Policy</p> <p style="text-align: center;">Or</p> <p>Q. 2: (B). Differentiate between On the Job & Off the job types of Training</p> <p>(internal choices with two questions corresponding to the same CO)</p> <p>Q. 3: (A). Briefly mention the “Role of Social Model in imparting Training”.Support your answers with examples.</p> <p style="text-align: center;">Or</p> <p>Q. 3: (B). Mr.Bean attends a leadership development program focused on coaching conversations. He returns highly motivated, but his reporting manager prioritizes short-term targets and discourages spending time on “soft conversations.” Within two months, Mr.Bean stops applying most of the skills learned.Identify the work environment factor affecting transfer of training in this case.</p> <p>(internal choices with two questions corresponding to the same CO)</p> <p>Q. 4: (A).Prepare a budget for organising the 7 days induction program of newly recruited Junior Executive(HR).Based on the expensed incurred calculate the ROI of the training program.</p> <p style="text-align: center;">Or</p> <p>Q. 4: (B).Critically analyse the Kirk Patricks model for evaluating training programmes effectiveness.</p> <p>(internal choices with two questions corresponding to the same CO)</p>	<p>CO3</p> <p>CO-4</p> <p>CO-5</p>	<p>L3&L6</p> <p>L-2 & L-3</p> <p>L-4 & L-5</p>

SECTION - C

Read the case and answer the questions

5×02 = 10 Marks

Questions	CO	Bloom's Level
<p>Q. 5: Case Study:</p> <p>Rachel, a high-performing Indian operations manager in a multinational automobile company, was selected for a two-year expatriate assignment at the company's German headquarters. Known for his excellent team management and fast decision-making in India, Rachel was expected to lead a cross-functional German team responsible for process optimization. In India, Rachel followed a "relationship-based leadership style", often relying on informal discussions, personal rapport, and flexible deadlines. However, in Germany, his team strictly followed formal communication, documentation, punctuality, and rule-based operations. Rachel initially found the work culture rigid, while his German subordinates viewed him as disorganized and unpredictable.</p> <p>During team meetings, Rachel encouraged open discussions but often made last-minute changes to plans. German employees, who valued careful planning and precision, felt frustrated. Feedback given to Rachel by his supervisor was very direct and critical, which he perceived as disrespectful. Gradually, communication gaps increased, deadlines were affected, and team morale declined. The organization realized that Rachel had not received formal cross-cultural training before his assignment. His expatriate performance appraisal showed technical competence but low cultural adaptability. Later, a cultural mentor was assigned, and Rachel underwent cultural sensitization training, which helped him understand German business values. Over time, his leadership approach became more structured, communication improved, and team performance stabilized.</p> <p>Questions:</p> <p>Q. 5: (A). Identify the key cultural differences between Indian and German work practices highlighted in the case. How did these differences impact Rachel's leadership effectiveness?</p> <p>Q. 5: (B). What expatriate competencies and cross-cultural training methods could have prevented the challenges faced by Rachel? Suggest suitable interventions for future expatriates.</p> <p>(Entire Sec C to be assigned one CO. Both questions corresponding to the same CO)</p>	CO6	L3 L5

Kindly fill the total marks allocated to each CO's in the table below:

COs	Question No.	Marks Allocated
CO1	1	6
CO2	1	6
CO3	2	6
CO4	3	6
CO5	4	6
CO6	5	10

(Please ensure the conformity of the CO wise marks allocation as per your TLEP.)

Blooms Taxonomy Levels given below for your ready reference:

L1= Remembering

L2= Understanding

L3= Apply

L4= Analyze

L5= Evaluate

L6= Create